



PE Policy

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Safeguarding at Light Years School

At Light Years School, we are committed to providing an environment in which students feel safe and secure to access their education. All stakeholders are responsible for ensuring the safety and well-being of children. Safeguarding is everyone's responsibility, and all staff are encouraged to maintain an "it could happen here" attitude. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual, and emotional abuse, neglect, and bullying. Light Years School are dedicated to creating a strong safeguarding culture, and that the safety and well-being of children is the central thread that embeds itself through all aspects of the school. If a person is concerned about anything they read, witness, or hear with regards to the school, they should contact the school's designated safeguarding lead immediately or Headteacher. Safeguarding, and the safety and well-being of all pupils at Light Years School is carefully considered and a central theme through all school policies.

Special Educational Needs & Disabilities (SEND) at Light Years School

At Light Years School, we are passionate about providing an inclusive education to children with special educational needs. We recognise and celebrate the individuality of our pupils and use personalised approaches, allowing pupils with SEND to feel supported during the school day. We strive to provide pupils with the same opportunities and experiences that pupils would have received at a mainstream school, believing passionately that in the right environment, with the right support, pupils will flourish in education. We do this by focusing on providing a SEND friendly environment, an adapted curriculum, and a strong focus on developing pupils' personal, social, and emotional development. The special educational needs and disabilities of all pupils at Light Years School is carefully considered and a central theme in through all school policies. For more information, please read the school's SEND Information Report.

Physical Education Curriculum Rationale

At Light Years School we believe Physical Education is vital in its contribution to the pupils' physical, social, and emotional development and overall health. We provide a safe and supportive environment where all children are encouraged to use their body, equipment, and apparatus safely in order to achieve their personal goals. As a rights respecting school, we believe that all children have the right to relax and play, as well as lead healthy lifestyles.

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting, and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus, we enable them to make informed choices about physical activity throughout their lives.

Light Years School believes that pupils should:

- take part in PE sessions and push themselves to achieve their best
- follow a structured and cohesive scheme
- have an understanding of what areas/skills they are achieving
- peer assess and give constructive feedback to others.
- utilise different skills progressively across each year group
- access to a range of after school clubs and the opportunity to represent the school in sporting events
- explore their competitive and team building skills

Physical Education Curriculum Intentions and Implementations

Physical Education Intent

We aim to inspire all children and for each child to fulfil their potential. We want the children's experience of PE to be positive and motivating. PE enables pupils to become physically confident. This supports their health, wellbeing and fitness and provides the foundations for lifelong activity. We want them to succeed and excel in competitive sport and physical activities. We offer all children chances to compete in sport and other activities. This helps them build character and learn values such as fairness and respect. Through PE, we develop the children's knowledge, skills and understanding. They build confidence and competency in a range of activities.

Physical Education Implementation

Each child receives 2 lessons of PE a week with specialist coaches or class teachers. We plan their sessions to cover a broad and full range of skills and activities. Children in key stage 2 attend swimming lessons in a local pool.

We teach in a way that children:

- have fun and experience success in sport
- can join in at their own level of development
- build and secure a range of skills
- develop good sporting attitudes
- understand basic rules
- experience positive competition
- learn in a safe environment

Teaching and Learning styles

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching, individual, paired and group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources. In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through using:

STEP:

- SPACE – Varying the size or shape;
- TASK – Changing the task;
- EQUIPMENT– Using different types of equipment;
- PEOPLE – Varying size of groupings.

Physical Education Impact

At Light Years School, we ensure that our P.E. curriculum is inclusive and enables progression. It enables each child to acquire and develop the relevant skills, techniques, knowledge and understanding that can be applied to a range of sporting activities taught. P.E. lessons are active, enjoyable and allow children to achieve and succeed. Our pupils have the opportunity to be physically active at different points of their school day which has a positive impact on their learning in the classroom. Children know and understand the importance of leading a healthy, active lifestyle, eating healthily, and keeping physically and mentally healthy. We aspire for all children to develop a love of sport and physical activity alongside building resilience, independence and developing strength of character. Our aim is that by the end of KS2 children leave Light Years with the skills and confidence to communicate, collaborate and compete effectively in a variety of sporting activities where a range of skills are required.

We make sure we have a range of equipment so the children can develop and master a range of sports and skills. This ensures children have access to a variety of different sports throughout each year group and are able to develop as a sporting citizen.

Teaching PE to children with special educational needs

At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. We run many intervention programs to address areas of weaknesses. We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Physical Education Leadership – Roles and Responsibilities

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment. They record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity unless it is deemed for religious purposes where it may be covered.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader and School Sports Teacher. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader provides an annual development plan which evaluates the successes and shortfalls of the previous year and identifies areas for further improvements and new targets for the following year. This is achieved through our school games mark awarded by the LSLSSP, showing our progress and areas for improvement for the following academic year.

Personal Development within the Physical Education Curriculum

Participation in PE and sport have other additional benefits which should help:

- Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.
- Develop the ability to work independently and communicate with and respond appropriately towards others using verbal and non-verbal communication.
- Develop a sense of fair play.
- Develop confidence
- Develop a sense of responsibility for the safety of others.
- Develop decision making, problem solving, reasoning and the ability to make judgements.

Spiritual, moral, social, and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other and develop a better understanding of themselves and of each other.

Opportunities beyond the curriculum

- Playground equipment for break and lunchtimes
- Sporting opportunities for Key Stage 2
- Sports Leaders
- Sports tournaments and sports matches
- SGO Competitions
- Competitions aimed at a variety of ages
- Provision of adequate resources for physical activity during break times and lunchtimes;
- Safe and stimulating areas in which children can play and be active during the school day in Key Stage 2
- Raising the profile of physical activity throughout the school and encouraging cross-curricular links and kinesthetic learning in equal proportion to other learning styles;

Promoting physical activity to the whole school community

- Staff participating in physical activity throughout the day
- Activities such as Move it March and virtual Competitions help our CPD for staff and enables us to promote sport in a plethora of ways.
- Move it mornings, 10 minutes of daily exercise to help students meet the government guideline of 30 minutes exercise in school
- Promotion of Local Clubs offering sessions outside of school, Gosport Borough PANS disability club
- Reach out to sports clubs for student inclusion, PiTC free sports tickets
- To provide access to relevant in-service training for all school staff

Physical Education Safeguarding Statement

The provision of a healthy and safe environment for students and teachers in the school is essential. Coaches, teachers, and any other members of the school community involved in the school physical activity program need to ensure the following safety issues are addressed and follow school policies where applicable.

Coaches, teachers, and any other members of the school community involved in the school physical activity program also need to:

- recognize the difference between student and adult physical and emotional characteristics
- understand the short and long-term medical conditions of students (this includes previous and existing illnesses and injuries)
- ensure that the equipment and facilities are safe and in good working order
- enforce the use of recommended protective equipment required for a particular game or sport; provide access to appropriate first aid facilities and equipment.

Coaches, teachers, and any other members of the school community involved in the school physical activity program need to ensure all equipment used is appropriate for the age group and be in good condition, as well as educate students on how to correctly and effectively use the equipment available. Students who fail to use the equipment for its correct purposes run the risk of losing their privilege to use it at all.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through using:

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Physical Education Curriculum Overview

PE helps pupils to develop physically, personally, and socially. The children work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching, and officiating. Through the range of experiences that P.E. offers, they learn how to be effective in competitive, creative, and challenging situations.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4 A	Gymnastics Shape	Gymnastics Balance	Net and Wall Directing a Ball	Strike & Field Hit a Ball	Athletics Balance	Strike & Field Team
Year 3/4 B	Gymnastics Rolling	Gymnastics Flight	Swimming	Swimming	Dance	OAA
Year 5/6 A	Swimming	Swimming	Gymnastics	Net& Wall Controlled Form	Stike& Field Adapt and Assess	Athletics Technical
Year 5/6 B	Invasion New Rules	Stike & Field Competing	Gymnastics Sequences	Invasion Tactics	Athletics Physical Movement	OAA

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3-4 A	Invasion Passing	Dance	Gymnastics Balance and Agility	Invasion Travelling	Swimming	Swimming
Year 3-4 B	Invasion Move to Space	Invasion Send & Receive	Strike & Field Comp Games	OAA	Net & Wall Directing the Ball	Athletics Running
Year 5-6 A	Invasion Play and Formation	Net & Wall Positions	Dance	Invasion Hand & Eye	Athletics Performance	OAA
Year 5-6 B	Net & Wall Shooting	OAA	Dance	Dance	Strike & Field Skill Specific	Athletics Track & Field